Technical Institutes in SC/ST dominated areas

2036. SHRI E.M. SUDARSANA NATCHIAPPAN: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether Government propose to set up technical institutes in the Scheduled Castes/Scheduled Tribes dominated areas in the country especially in Tamil Nadu during the next financial year; and

(b) if so, the details thereof, State-wise?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI M.A.A. FATMI) (a) and (b) Ministry of Human Resource Development is formulating a scheme for setting up of new polytechnics. Details regarding their number and location will be decided while finalising the scheme.

Professional and Engineering Institutions

†2037. PROF. M.M. AGARWAL: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether the number of the Professional and Engineering institutions have been increased by Government during the last three years;

(b) if so, the details thereof, State-wise; and

(c) the target fixed for establishment of such institutions in the different States during 2005-06?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI M.A.A. FATMI): (a) and (b) A State-wise Statement in respect of 2002-03,2003-04 and 2004-05 indicating the increase in the number of engineering degree colleges is given in the Statements (See below).

(c) No targets are fixed in this regard. The approval for establishment of new technical institutes is granted subject to the fulfilment of norms and standards and as per the prescribed procedure.

†Original notice of the question was received in Hindi.

Statement

Number of Engineering Degree Colleges

Region	States/Union Territory	2002-03	2003-04	2004-05
Central	Madhya Pradesh	45	55	63
	Chattisgarh	12	12	14
	Gujarat	25	26	38
East	Mizoram	1	1	1
	Sikkim	1	1	1
	West Bengal	45	52	52
	Tripura	1	1	1
	Meghalaya	1	1	1
	Arunachal Pradesh	1	1	1
	Andaman & Nicobar	0	0	0
	Assam	3	3	3
	Manipur	1	1	1
	Nagaland	0	0	0
	Orissa	38	38	40
	Jharkhand	7	8	9
North	Bihar	7	7	9
	Uttar Pradesh	83	83	89
	Uttaranchal	9	9	9
Northwest	Chandigarh	3	4	4
	Haryana	33	36	38
	Jammu & Kashmir	5 •	5	5
	New Delhi	13	14	14
	Punjab	33	39	45
	Rajasthan	29	37	44
	Himachal Pradesh	3	5	5
South	Andhra Pradesh	215	222	241
	Pondicherry	6	6	6
	Tamil Nadu	250	250	255

Region	States/Union Territory	2002-03	2003-04	2004-05
South West	Karnataka	111	112	117
	Kerala	73	82	89
West	Maharashtra	151	151	157
	Goa	3	3	3
	Daman & Diu , Dadar& NagarHaveli	0	0	0
	TOTAL:	1208	1265	1355

Saffronisation of school syllabus

2038. SHRI GIREESH KUMAR SANGHI: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) the details of controversy regarding saffronisation of school syllabus during the last regime;

(b) whether it has affected the curriculum in any manners; and

(c) if so, in what manner Government would rectify the same?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI M.A.A. FATMI): (a) to (c) The National Curriculum Framework for School Education (NCFSE) was brought out by the National Council of Educational Research and Training (NCERT) in the year 2000. The textbooks developed by NCERT under the NCFSE-2000 engaged public and academic attention on account of several inadequacies. A panel of three eminent historians was constituted by the Government to conduct a review of NCERT history textbooks because of reported biases and inadequacies therein. The Executive Committee of the NCERT in July, 2004 considered the Report of the panel. In view of the advanced stage of the current academic session, it was decided that the existing NCERT history textbooks, excluding the controversial portions, would be used by the students of the CBSE affiliated schools alongwith the advisory prepared by NCERT. Five copies each of the history textbooks used in the CBSE schools prior to the introduction of the controversial history textbooks were also distributed free of cost to all the schools for teachers for use as reference books.

To comply with the decision of the Executive Body for restoring the NCERT textbooks after effecting appropriate modifications in line with the existing curriculum for the academic session 2005-06, the following Committees were constituted by the NCERT:—